

ISSUES & EVENTS

October 8, 1970, Volume 2, number 4

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Stuart Under Attack

Monday's Students' Association open meeting which broke out into pandemonium amid shouts of facist and with one vocal member claiming that it was the same facist tactics that led to the murder of six million Jews in Nazi Germany, saw Stuart Stuart escape a little battered but none-the-less still president of the SA. Like many debates sidetracked by points of procedure, this one too was put asunder by the monotony of debate over Robert's Rules of Order. With attendance falling below the necessary quorum of 700, the meeting was adjourned.

But why all the trouble? The open meeting was called to have President Stuart defend his budget and defend his office against a non-confidence motion. Commerce president Frank Salvaggio, who admitted he sought the open meeting "as a last resort", explained that the problems of the Students' Association went much deeper than the budget question and for that matter Stuart who, according to Salvaggio "is one of the most trustworthy people ever to hold the position".

"I feel that the fees that students pay just aren't being returned to them in services," Salvaggio said. "It's just that Stuart happens to be president. It could have happened with any of the others," he contends. The Commerce Faculty president said that although he didn't have a particular formula to right the current malaise, he thought that the idea of a federation of faculties would be a more workable arrangement which would provide the faculty associations more autonomy.

Faculty association pressure, Salvaggio noted, has already made itself felt. "I can't recall when three faculty associations have walked out on the council meeting," he said. "But you can't deal with such a big question the entire question of student government in an hour or two," Salvaggio pointed out. "It takes a lot more time and the right individuals."

But accusations of bad behavior on Stuart's part have gone all the way from one student writer suggesting that the SA president had been anti-student in his role on the Board of Governors, to misappropriating SA funds. President Stuart traces events back to his closing of a Student Legislative Council meeting because, as he says, "some kids from the Georgian were interrupting the meeting" at which the SA budget was to be discussed. "But the budget was made known to the Georgian following the closed meeting," Stuart said.

And, as might be expected, there was much dissatisfaction with the budget. First, there was the additional \$3000 which each of the four faculty associations had to pay for expenses in auditing and service charges

student government

incurred by the Students' Association. Then, the Commerce Faculty Association was hit for additional funds for the 800 extra square feet that the group occupies in the Norris Building.

And then came the question of honoraria. President Stuart contends that he was earning no more than his predecessor, taking into account that he had been put in considerably more time than last year's president Bill Schwartz. "And the honoraria given to the executive of the Students' Legislative Council," Stuart said, "were intended as a down payment on their student fees and if they stopped working for the Association," he said, "they would not have received the balance of \$200 to pay the remainder of their fees."

And even taking the precedent of giving honoraria to executive members into account, the SA president said that this still meant a considerable saving to the Students' Association. "With the honoraria, we stopped all expense allowances," Stuart said, "which meant that we were not spending about \$600 dollars per person in expense accounts". Now that the honoraria has been restricted to the initial \$250 down payment on fees, expense accounts have been reinstated, which could send costs up, beyond the usual \$600 expenditures of student executives.

Another point of contention was the SLC's allocation of \$20,000 (since reduced to \$15,000) to the Union which opponents contend gives the Union's management carte blanche in salary allotments and a free-

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for-all spending spree. "After we established what the clubs and various activities should have from the budget, we had \$20,000 left over," Stuart said. "And I thought, and still do believe, that it is a good idea to separate the social and cultural events from the political".

Finally, there was the haggling over club budgets. When Stuart was asked how he handled one request from a women's liberation group, he said that he was first pressed for \$600 which he felt was too much for a new club but was prepared to give the group \$100 "and perhaps a little more". This, apparently wasn't enough and the group's representative, according to Stuart, claimed that she had been refused money altogether.

But for all the discussion of budget, the basic problem seems to be the question of what the purpose of the Students' Association is. President Stuart was elected on a platform of abolishing the Association but later admitted that it would be a dangerous to leave the students without it until some alternative could be found. This the SA constitutional committee is working on. Stuart envisions a student senate made up of perhaps an executive of two or three and the remainder representatives of the various faculties. "The big advantage is that we can get representation on the departmental level. With the three-year university, everyone will have to follow a major program, whereas before, a senate of this kind would have left a lot of the general studies students out in the cold. This, in effect, would get rid of the Students' Association," Stuart said.

Some have challenged the Students' Association on the grounds that it has done little or nothing outside the University to involve students in the problems of society. Stuart agreed: "I'll settle the problems of the world after we get our own house in order."



institutes

institute studies snow removal

How much is quick snow removal worth to the city of Montreal?

The International Institute of Quantitative Economics is now working on the answer in a pilot study for Ottawa's Meteorological Branch.

The Institute was established in 1969 under the joint sponsorship of Sir George Williams University and Ecole des Hautes Etudes Commerciales. Its work is to implement major research projects in the practical area of applied economics, with emphasis on the planning problems of developing countries. This has stimulated the international collaboration of scholars; Jan Tinbergen, the first Nobel prizewinner in economics, is chairman of the Institute's council of advisors.

The Ministry of Transport's Meteorological Branch recently turned to the IIQE in a move to assess its \$30 million annual expenditure. The Federal Government wants to know the economic and social benefits to be derived from the meteorological information it supplies; measuring the returns for their money will dictate future investment priorities in this area. IIQE economists have isolated the gain of more speedy snow removal operation as one of the major measurable social benefits across the country; Montreal has been chosen as the test city.

A technical model has been established to relate the use of meteorological services to the reduction of the time during which traffic is difficult or impossible in Montreal. Working on the program at the



IIQE Director Morido Inagaki

IIQE offices will be a Met Branch meteorologist. The pilot project can lead to continuing collaboration for years to come, with Ottawa becoming capable of setting up their own research unit using IIQE techniques.

Director of the IIQE is SGWU professor Morido Inagaki. He stresses the need for more practical research in North American universities on domestic policy problems. "What we also need", he says, "is more operational research bringing together the technical skills of richer countries to solve problems of developing countries".

registration

course bartering

Over 200 seats were secured for students wanting courses which were, in theory at least, closed. For some students, it was just a matter of approaching individual professors and getting their OK to be placed in the course. These students then had to go to be officially registered, before other students who had queued for several hours.

Assistant registrar Bruce Smart then approached the professor to suggest that if he had room for one more student, he might have room for the several who were still standing in line. "We had to make the arrangement equitable," Smart said. And most of the time, the assistant registrar met with success. "It was surprising that I got hardly any argument from faculty."

But the fact that extra seats can suddenly turn up, Smart feels, proves that the system has something wrong with it. "One thing that did very much annoy me was a student coming up to me with a card which the professor had given him. The professor said that he had saved the card for a friend who changed his mind later and didn't take the course," he said.

The assistant registrar said that private bartering between students and professors for space in courses could replace the system of post registration course changes if there wasn't the added problem of changing the individual's timetable. "But there should, I think, be

provision for students who don't attend classes - there should be 'over-registration' so that the space is used," he said. Smart conceded that this might make examination scheduling a little difficult but the proposition, he felt, was worth consideration.

food notice

With the cafeteria losing crockery, cutlery and other equipment at a rate of \$8,000 a year, Jim Gowland, Food Services General Manager, states that the management has decided there is need for firm action. For now on, nobody will be allowed to take non-disposable items of cafeteria equipment from the 7th floor of the Hall Building for any purpose.

In order to meet the needs of people who do not have time to eat their meals in the cafeteria itself, disposable equipment such as plasticized plates and throwaway cups and cutlery are to be provided.

Should the present rate of losses persist, Gowland says, the management of the cafeteria will be forced to increase prices to offset the cost, for the cafeteria must break even this year. Monthly inventory checks are being instituted to keep the situation under control.

Anyone caught pilfering equipment from the cafeteria will be liable to prosecution.

UNIVERSE U.

by Scot Gardiner



concluded

TUTORIAL SEMINAR LECTURE

Below, Scot Gardiner follows up last week's general discussion of "Universe U." with an examination of specific learning methods. This is the second of two excerpts from the first draft of his book "Universe U."

When two nervous systems are linked, they form a communication unit. The various communication settings can be roughly classified in terms of the number of communication units involved. One communication unit constitutes a tutorial; several communication units (but not too many to make two-way units impossible) constitutes a seminar; many communication units (so that one-way units are necessitated) constitutes a lecture. Let us look at each in turn.

Tutorial

In an appropriate physical environment, tutorials occur spontaneously all the time. A chance meeting on a staircase, a chance seating arrangement at dinner and, hey presto, a tutorial. The topic, in this situation, emerges from the occasion. Any merit in arranging tutorials rather than merely letting them happen is lost unless a focus is provided. At Explorations, I found the stream-of-consciousness a good focus. We would spend the tutorial time reading together the journal written over the previous week. This ensured that the focus was on the subjective world of the student rather than the subjective world of the professor. Out of those tutorials used to emerge contracts in the form of gentlemen's agreements that the student would, for instance, read before the next tutorial a book which expanded on something he had written in his journal. Another similar focus is a paper by the student, many of which evolved out of the journal. Reading a

paper with a student and discussing it as you went along is an exhilarating and useful experience in contrast to that frustrating and futile ritual of taking home a pile of papers and marking them. Surprisingly too, it takes less time.

Reading a book is a tutorial. A conversation with the author. It is the only tutorial most students can have with the more distinguished students in Universe U. and certainly with the Alumni. Students should be encouraged to participate in the conversation by writing responses in the margins of the book. I wish my students could have shared my experience of seeing my own words in print for this considerably reduces the awe one has for the printed word. Working through a programmed text is a tutorial. Skinner sees the text as an ever-present and ever-patient tutor. The tutor is Socrates, carefully eliciting from you what you already know by a skillful series of questions. Many claim that the modern teaching machine is merely a reinvention of the Socratic dialogue.

Talking of Skinner, I developed a habit as a student which I called "Spending the Night with Skinner" since Skinner was the first person I did it with. Skinner's "Cumulative Record" was on one hour reading-room reserve but could be taken out overnight if picked up half an hour before the library closed and returned half an hour after the library opened. After sleeping in the evening, I picked up the book and spent the night conversing with Skinner. The prospect of having to part with him in the morning lent some urgency to our conversation. I squeezed more out of Skinner in a night than I would have had I borrowed him for two weeks or even had I owned him and had him at my disposal indefinitely. Subsequently, even with the postgraduate luxury of books of my own, I continued the habit pretending that my companion would be snatched from me in the morning. Parkinson once intimated that 'work expands to fill the time allotted to it' and here we see Parkinson in practice.

Seminar

The seminar would appear superficially to be an ideal learning situation. A small group in face-to-face contact focussing on a topic of common interest. Yet they seldom catch fire. Typically, the first half is spent getting the participants to talk and the second half getting them to talk intelligently. An informal atmosphere can help overcome the first problem. Carpet, cushion and clipboard is less structuresetting than table and chair. The second problem may be primary. If students have something intelligent to say, they are more likely to say it. Seminars fizzle mainly because the participants come unprepared to talk and unmotivated to listen. Perhaps common experiences before the seminar could provide the preparation and motivation to talk and listen to make sense of those experiences. Seminars tend to degenerate into lectures by the professor or, even worse (for the other students) by a student. The Chairman and the Board. Perhaps a variety of alternative formats could alleviate this. (Under Attack, Cocktail Hour, Psychodrama, Lifeboat and so on and so on).

Perhaps seminars should be not arranged but allowed to happen. A good physical environment can increase the probability of such happenings. It requires little imagination to see how every mealtime could evolve into a spontaneous seminar. To see how interest groups could form spontaneously and continue to meet so long as they shared a common interest. Most of my great intellectual experiences occurred by accident. A good learning environment is accident-prone. Artificiality of the we-are-gathered-here-to-be-honest Encounter Group is widely recognized but perhaps the we-are-gathered-here-to-be-intelligent Seminar is no less artificial. The careful complex of seminar schedules at Explorations One disintegrated. One day I realized why. Montreal police went on strike, violence erupted overnight and spontaneous seminars caught fire next day. It was futile for me to argue with the police, the rioters and the students that this was November and violence was not scheduled until February.

Lecture

Since the lecture is the core of the traditional university system, it is strongly criticized. It is the baby most readily thrown out with the bathwater. Students in a free university tend to refuse to listen to lectures and, when they must, refuse to take notes. Even professors seeking reform tend to compulsively reject anything tainted by the traditional system. At a conference to expound and expand on his revolutionary views, Richard Jones had the temerity to expound those views by way of an entree. The barrage of hostility this released for the assembled reformers well illustrated the Freudian mechanisms underlying the authoritarian role of the teacher which he was expounding.

It is criticized because it is one-way communication. Yet adolescents listen to their records for hours without ever a hope of responding. It is criticized as being impersonal. Students return from the excitement of celebrating being together with 500,000 at Woodstock to complain about the dullness of being together with 500 in Psychology 211. It would seem reasonable that, if I have something to say to Joe and to Harriat and to Sam and to Mary, I should get them together and tell them all at once. They can each make it a two-way process by creative note-taking in which they record that part of what I say which interests them and their reactions to it. Perhaps what is offensive is the fact that they will be examined on what I said rather than on what was relevant to them.

It is criticized as being extinct. The lecture was made obsolete by the printing-press. Indeed, if it is simply a matter of transmitting information from the notebook of the professor to the notebook of the student without passing through the minds of either, the professor's notes should be duplicated and circulated. However, if it is not available in print or is even an illustrated version of what is available in print, it is not obsolete. One might as well argue that Shakespeare should no longer be performed since it can now be read.

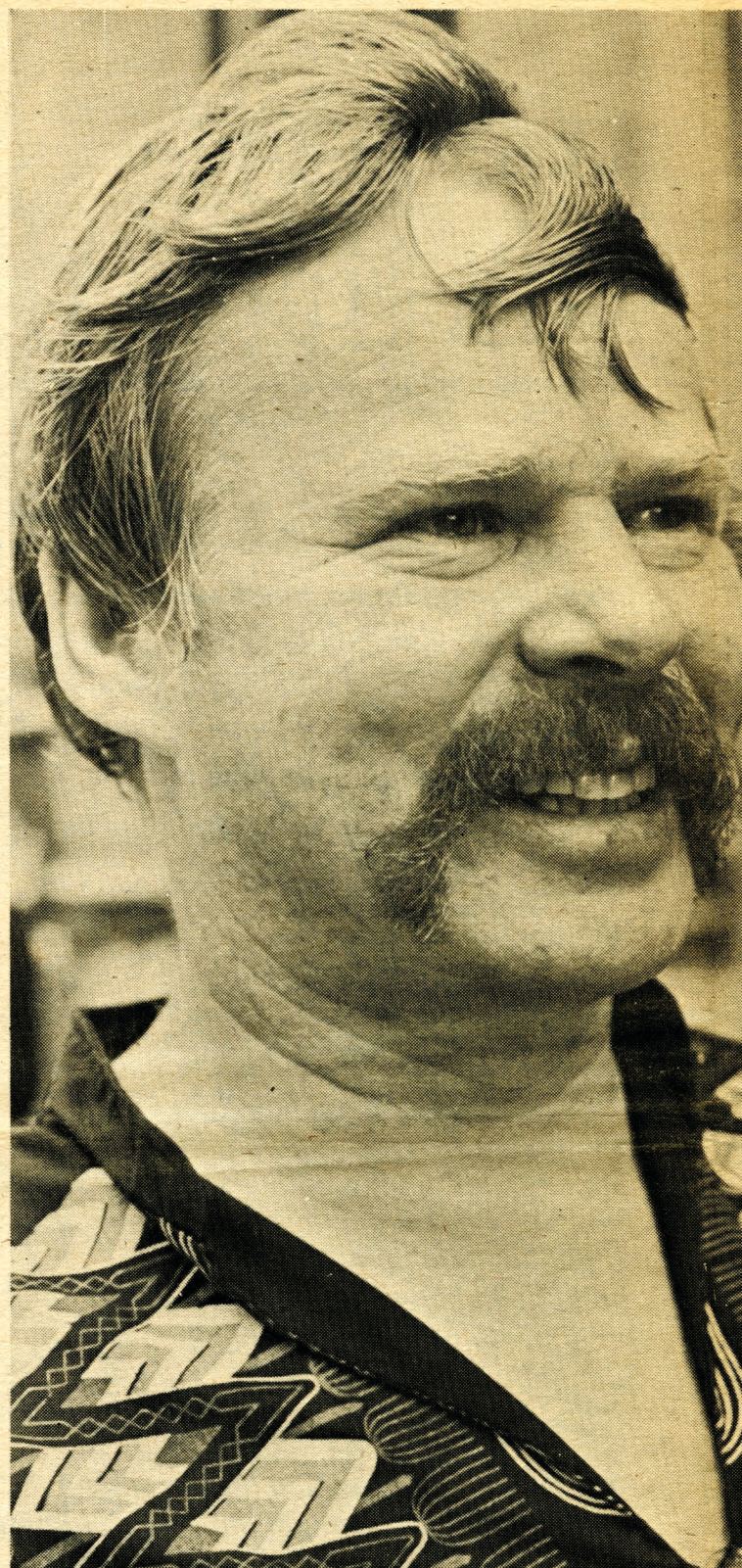
It is criticized as irrelevant. There is certainly a wide gap between what is presented in lectures and

what the students want to hear. More sensitive lecturers sense that they are not getting across. They turn up the volume. Audio aid, visual aids, band aids and other technological teaching aids are used to augment the lecture. Yet still this barrage of stimulation is not getting across to some students. Some realize that perhaps they should be adjusting the tuner rather than turning up the volume, that increasing the stimulation may be simply like tossing water to a drowning man. They adjust the tuner. Way down to the low end by stooping to pun and way up to the high end by swooping to oratory. Even when they reach both ends of the dial, however, they find that there is still no contact with some students. Could it mean perhaps that some students are irrelevant to the university? If they can't be turned on, they can't be tuned in. You can lead a girl to Vassar but you can't make her think. The irrelevance of some students to the university could be partly due to the fact that, whereas only a few people are truly interested in academic matters, many people are being pushed through university. There is an adult conspiracy that the only vehicle to salvation is the Ivy League express. It is also perhaps partly due to the fact that some students are culturally deprived. Education is the process of making sense of experience but some students have no experience to make sense of. Cultural deprivation is usually applied to lower-class kids to explain away their failure in the schools irrelevant to their lives but middle-class kids are probably more culturally deprived. A student from an upper middle-class residential district in Montreal was asked to write an essay on something preposterous which happened to her. She wrote "Nothing preposterous happened to me. I come from the Town of Mount Royal". Perhaps we should initiate a Head Start program for middle-class kids before they come to university. Perhaps parents should use those first year fees to buy their kids a one-way ticket to Australia and when they come back they may have some questions and pound on the door of the university looking for answers.

It is criticized as being dull. Perhaps if lectures were exciting, they would suddenly also become personal, extant and relevant. The average lecture is about as dull as the average sermon. Yet we condemn students to sit through them all week when we can hardly stay awake during a half-hour sermon on Sunday. The average lecture is much duller than the average movie. The lecture, like the movie, should provide an experience but the experience is almost invariably that of sitting in a hall listening to a lecture.

We could perhaps learn a lot from entertainers. The entertainer practices the art of appearing spontaneous while prepared whereas the educator practices the art of appearing prepared while spontaneous but there is no reason why the arts cannot be reversed. For instance, we could learn to project voices, to establish conventions, to rehearse.

This all takes so much time, you say, and perhaps here



we come to the nucleus of the problem. A writer would shudder at the prospect of preparing 8 hours of material a week and an actor would revolt at presenting 8 hours of material a week. Yet, the professor with neither of the skills is required to do both. The best professor may perhaps have 10 lectures in him but is required to present 50. Very few of us have the courage of Hockatt, who opened and closed his scheduled two hour seminar at Cornell with the words "Today's seminar was about the language of history. I don't yet understand the language of history. Perhaps I will next week. Class dismissed." The lecture could perhaps be used creatively in the new university by having professors give lectures when they have something to say and students attend those lectures when they want to hear what is said.

Evaluation

The primary function of the professor in a traditional university is to teach but he is also required to set examinations. The primary function of the students in a traditional university is to learn but he is also required to pass examinations. Those secondary functions of setting and passing examinations have several disadvantages. The professor takes on a dual role of teacher and judge, of mentor and tormentor. His relationship with the student can become awkward and schizophrenic. The primary roles of teaching and learn-



“Education is the process of making sense of experience but some students have no experience to make sense of ”

ing can become secondary. Teachers often tend to tell what they must test rather than test what they must tell. They put the tail before the dog, the cart comes to wag the horse. The qualitative experiences within a course, are squeezed into a quantitative scale. Those quantities are further distilled into a grade point average. Four exciting years in university is not very adequately represented by 2.53.

Standard discussions of reform in grading revolve around the scaling problem. A stimulus is presented to a subject who emits a response which is transformed, by appropriate statistical manipulation, into a point along some scale. Most discussion concerns the number of points which should be on that scale. Points on a scale verges suspiciously close to angels on a pin. Differences of opinion range from 100 points (percentages) to 10 points (percentiles) to 5 points (A/B/C/D/F) to 2 points (pass/fail or various synonyms and euphemisms) to 1 point (pass). Great breakthroughs are heralded when someone suggests (excellent, very good, good, satisfactory, fail) as names for the 5-point scale as if this was, in some mysterious way, different from A,B,C,D,F.

The only difference is that it contains the condescending overtone and derogatory undertone of 'satisfactory'. I shudder at the prospect of labelling any of my friends in Explorations One as 'satisfactory'. Such grading is degrading.

Participants in those wrangles rarely consider what the scale is. Is it the percentage of material they have given out that the student gives back? Is it an indication of how

they perform relative to their peers? Is it performance relative to some objective standard within the head of the professor? One student at Explorations One said that he had a passion for unlearning. How could his unlearning appear on this scale? Mothers will be asking "How much did you unlearn at school today, Johnny?" long before educators will have any means of measuring it.

One cardinal rule of scaling is that, the more information you have, the more subtle the discriminations you can make. Yet we rarely notice the logical inconsistency in casually grading 500 students we never meet on a 5-point scale yet being reluctant to grade 5 students we meet face-to-face around a conference table on a 2-point scale.

Grading is often rationalized as a motivational structure. As such, however, it switches attention from intrinsic to extrinsic motives. Students come to work not to learn but to get stars on their forehead or A's in their records. They come to work to avoid failure rather than to achieve success. A psychologist once demonstrated that a monkey will work happily to open a latch to open a door just for the sheer joy of learning how to do it. The monkey continued to work when a raisin was placed behind the door but subsequently refused to work when the raisins were discontinued. It is futile to try to get students to learn for the sheer joy of learning when they come to university. They have been raised on raisins.

Surely the important standards are not out in some mystical objective space nor in the subjective world of the student. A professor once forgot that students were being graded on a pass/fail basis as part of an experiment and gave them letter grades. He found that his A students still got A's, and his D students still got D's, even though they all knew that they would all simply earn 'pass'. An A student cannot get a D any more than a D student can get an A. Would it not be better than if the student were allowed to evaluate himself? Is he not the world's foremost expert on himself? Are not the only important standards within himself and, if they are not, should we not be teaching him those standards? I was impressed by the honesty with which students at Explorations One evaluated themselves. There were indeed a few con artists but even they gave themselves higher grades than they really thought they deserved out of cynical awareness that grades were not really important but, since parents, employers and graduate schools think they are, they may as well put down high grades. If those false standards were removed, self-evaluation would be honest since dishonesty would be very much like cheating at patience. The university should not be required to serve as a filter for graduate schools and commercial firms. Let them develop their own selection procedures. If a student were to build throughout his university career a portfolio of his journals, papers, art work, letters from professors, pass slips from a central examining agency stating proficiency in certain materials and present this to interviewers, would this not be more informative than 2.53? Better still, he could present himself and, if his university training had been recorded in the great Records Office in the cerebral cortex, he would expose his credentials by opening his mouth.

Even this method is indirect since it does not measure learning per se but performance presumed to be correlated with learning. We are limited to such indirect methods until the physiological changes which constitute learning are determined. It occurs to me however that certain physiological and psychological tests may be useful. Instruments like the lie-detector can measure the galvanic skin response which indicated emotional arousal. If, after a student had completed a course in psychology, his GSR was no greater than when he started, he should flunk since he has apparently not got excited about the subject. There is a limitation. The GSR does not indicate whether the emotion is positive or negative. Since the diameter of the pupil of the eye expands to things which attract it and contracts to things which repel it, perhaps the pupillometric instrument to measure this diameter could be used to evaluate a course. If the pupil of the student expands, he passes and, if it contracts, the professor fails. Attending university should change personality. A university graduate should be a better person, on the average, than a high school graduate to have a beer with on a Saturday afternoon. Perhaps then personality tests (F scale, MMPI, semantic differential) would be more useful than subject matter tests.

In the traditional university, there is much concern about evaluating the student but little concern about evaluating the course. Attempts by students to conduct course evaluations are met with, at best, only grudging acquiescence. When a revolutionary program is introduced, however, there is a sudden flurry of concern about evaluation. It is not automatically granted tenure as are traditional courses but must demonstrate its worth. Explorations One had two evaluation committees. The members of the first committee came to Explorations House, listened to the students for a day, interviewed each faculty member individually and presented a tentatively positive report. The committee to which they reported decided that they had not had enough time to gather evidence and subsequently appointed a more conservative committee. This committee conducted hearings to which the students were summoned to give evidence in support of the continued existence of the program. They submitted a negatively toned report. It was suggested, in this second report, that clear aims for the program be formulated and that it be evaluated with respect to those aims. This seems entirely reasonable. Yet an unconventional program should not be strangled by conventional aims. Is there no place for a program whose aim is to allow students to pursue their own aims? By conventional standards, for instance, a high dropout rate would seem to be a bad sign. Yet, perhaps a good program, like a good parent and a good teacher, should plan its own obsolescence. A high dropout rate could be an indication that it had performed its function and is no longer required. Explorations One had a high dropout rate. This would appear a good sign but, for some people, Explorations One became a womb with a limited view.

ROOM BOOKINGS

procedures for booking university premises

1. The following procedures will be applied to all space that is primarily used for academic purposes, with the exception of the Douglass Burns Clarke Theatre. Even where these procedures do not apply in full, the requirement for reporting remains. The excluded premises concerned are: Douglass Burns Clarke Theatre (Professor Springford), H-769 (Professor R.A. Fraser), Main Floor Lounge (Mr. A. Laprade), Birks Hall (during academic year), Mezzanine of Hall Bldg., and Mixed Lounge (H-651) (Dean of Students). The Dean of Students Office will however apply similar procedures, as detailed in paras. 9 and 19. Faculty Club (Secretary of Faculty Club), Cafeteria and H-762 (Director of Food Services).

2. The following general priorities are given as a guideline for the booking of University premises:

A. The teaching program as it appears in the University Announcement;

B. Special requirements related to the academic program - e.g. the Conservatory of Cinematographic Art, events with Co-Curricular or Centre of Instructional Technology sponsorship, poetry readings, speakers sponsored by academic departments;

C. Activities sponsored by recognized student or faculty associations;

D. Non-commercial activities sponsored by individual members of the University community;

E. Activities of outside organizations which can be classified as community service.

3. A special booking form will be used to record all activities which do not pertain to the teaching program.

4. Application for any bookings for student-originated activities will be made to the Office of the Dean of Students (H-405; extension 5935). Applications for all other bookings will be made to Miss Gail Campbell of the Registrar's staff (N-203; extension 2804).

5. Applications by students should be made at least 10 days before the scheduled event. Normally, bookings are made only for recognized student groups belonging to the Students' Association, the Evening Students' Association or the Graduate Students' Association, but special consideration may be given to other student applications.

6. Confirmation of a booking will be made 24 hours after the application form has been completed except in unusual circumstances. The booking is not complete until confirmation has been received.

7. On receipt of student-originated application, the Dean of Students Office will ensure that the application form is completed, and will then consult Miss Gail Campbell to ascertain what space is available, whether all requested arrangements - including requirements for CIT equipment - can be made, and if there are any relevant charges. The booking will be confirmed only after Miss Campbell has completed all arrangements.

8. The form, which is in six parts, will be stamped and signed for confirmation, and distributed as follows:

- A. Organizer
- B. Physical Plant
- C. Treasurer
- D. C.I.T.
- E. Office of the Dean of Students
- F. Miss Gail Campbell

- confirmation and invoice
- instructions for special arrangement
- billing and accounting
- media equipment and public address
- file
- file

9. The Dean of Students Office will handle bookings for Birks Hall during the academic year, as well as for the Mezzanine of the Hall Building and the Mixed Lounge (H-651). The procedures will be similar to those followed by Miss Campbell for other university premises.

The scale of charges attached to this statement will be used. The copies of the application form will be sent to Miss Campbell for distribution.

10. All non-student applications for bookings must be made to Miss Campbell. Applications for academic purposes should be received at least 48 hours before the room or auditorium is needed, applications for other purposes ten days before the scheduled event. No bookings will be accepted for the weekend that are not received by 5 p.m., Thursday.

11. Miss Campbell will keep a booking register in which she will enter the following details for all bookings of university premises, wherever they originate: location; date and time of event; organizer or professor; sponsoring organization or class; contact telephone number; date booking confirmed.

12. For bookings other than those pertaining to the teaching program she will also follow the procedures outlined in paragraphs 6, 7 and 8.

13. Information as outlined in paragraph 11 about the booking of premises which do not come under the regular procedures - namely, Douglass Burns Clarke Theatre, H-769, Main Floor Lounge, Birks Hall, Mezzanine of Hall Building, Mixed Lounge, Faculty Club, Cafeteria, H-762 - will be forwarded to Miss Campbell at least 48 hours before the scheduled event, so that it can be entered in the booking register.

14. Miss Campbell will ensure that Mr. Worrell has access to the booking register and is informed about all events scheduled in the University; in turn, he will inform the security guards. The guards will refuse admission to non-members of the University community if the event they claim to attend is not on the list received from Mr. Worrell.

15. The Dean of Students Office will inform Miss Campbell about any booking applications that have been refused, and she will keep a record of these.

16. If Miss Campbell is concerned about the validity of a booking application she will consult either Mr. Adams, Dean Flynn or Mr. Sheldon before issuing any confirmation.

17. The Dean of Students Office and the Information Office will obtain from Miss Campbell the information they need for the publications they issue listing University events.

18. Below, is a scale of charges for the use of space as well as charges designed to cover staff and equipment costs. They will be levied for activities outside the teaching program according to the policy that for such events all University users should be charged for the use of equipment and additional costs actually incurred, while other users should pay enough to recover all related space, staff and equipment costs. Space costs can be assessed against any organization that is not part of the University, even though it is sponsored by a member of the University community.

19. The Office of the Treasurer will carry out accounting procedures based on the information entered on the booking form, and will also be responsible for collection from non-student users. However, Miss Campbell will so far as possible obtain payment in advance to obviate the need for further billing and collecting. The Office of the Dean of Students will do the billing and collecting for any charges associated with student bookings.

20. Both the Students' Association and the Evening Students' Association will maintain a standing deposit of \$500 with the Office of the Treasurer as cover for possible losses by either CIT or Physical Plant resulting from events under SA or ESA jurisdiction. (This is being followed at present by the Students' Association.)

21. Miss Campbell will require a deposit from any organizations or individuals who develop a record of 'no-shows'. Such a deposit will amount to 50 per cent of any charges levied for either space or services and equipment. Further, she will pass on to the Registrar or the Dean of Students, as appropriate, any reports she receives of 'no-shows'.

extra costs

CLEANING

Events occurring from Friday 5 p.m. to Sunday midnight

Classroom 5.00
Auditorium and Birks Hall 10.00

SECURITY

H-110 and Douglass Burns Clarke Theatre

a) There is no security charge for events on Saturday that do not go on beyond 9 p.m. or alternatively begin after 8 p.m. A charge is levied only for events such as double-feature film shows that begin before 8 p.m. and continue into the late evening;

b) Events on Sunday

Additional guard required: \$2.50 per hour with a minimum of 4 hours.

There are no additional security charges for Birks Hall.

CLOAKROOM ATTENDANTS

Events on Saturday afternoons and evenings and Sunday \$2.50 per hour per employee with a minimum of 4 hours.

MEDIA EQUIPMENT AND SERVICE

Rental \$
- 16 or 35 mm Projection Service 6.00 per hour (min. 3 hrs.)
- All other audio-visual equipmt. 1.00 per hour (min. 3 hrs.)

Personnel
- 16 or 35 mm projectionist 6.00 per hr. (min. 3 hrs. after 5 p.m.)

- Operators for other equipment
Monday-Friday 3.00 per hour
Saturday 4.00 per hour (min. 3hrs.)
Sunday 5.00 per hour (min. 3hrs.)

- Service Technicians

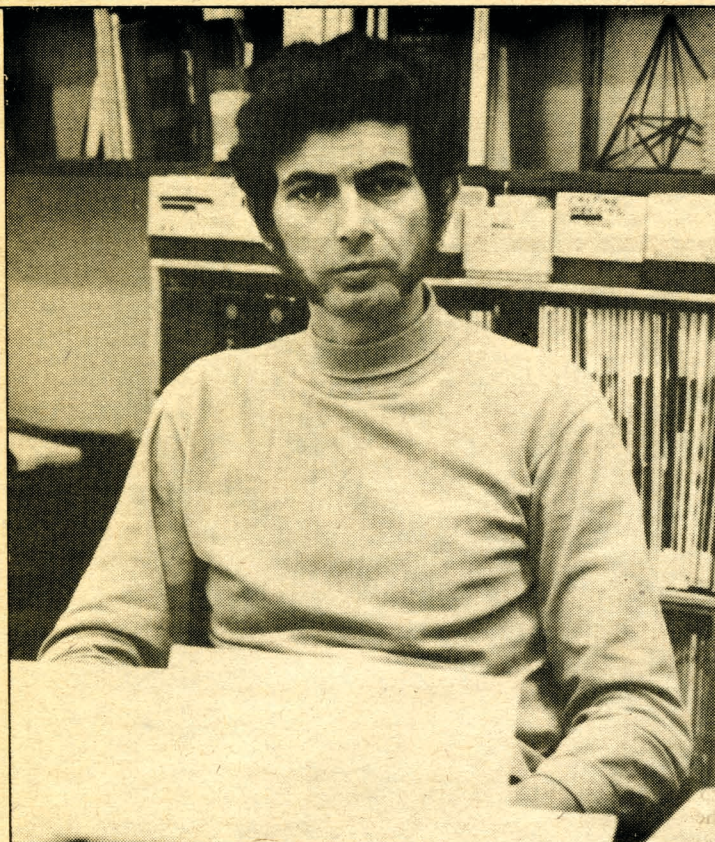
Monday-Friday 5.50 per hour
Saturday 8.00 per hour (min. 3hrs.)
Sunday 10.00 per hour (min. 3hrs.)
Ushers, Ticket Takers (min. 3hrs.) \$2.00 per hour each

scale of charges

ROOM FEES - PER DAY OR PART THEREOF

Seminar	\$ 15.00
Classroom	40.00
Auditorium - 100 seat	50.00
Auditorium - 200 seat	100.00
Auditorium - 330 seat	100.00
Auditorium - 700 seat	200.00
Birks Hall	75.00

NOTE: The cleaning charge in Section 1 is included in the room fee.



academic government of the students for the students

by Hugh McQueen

Hugh McQueen is an associate professor in the Department of Mechanical Engineering and chairman of the Committee on Student Participation in Academic Government.

The scope and mode of student participation in the organising and planning of academic programs is now being examined. The University Council which is the supreme legislature for academic affairs (as distinct from financial matters and building maintenance) has appointed a committee to examine Student Participation in Academic Government.

Reconsideration is called for by the significant changes in the situation at Sir George and across the country, which have occurred since the inception of participation. This fact is brought home rather starkly when one examines the debate recorded in the minutes of University Council. During the planning stages, the student negotiators asked if they could attend a University Council meeting as observers to gain some insight into how the council operated. The council debated this request at length and finally rejected it since many members feared that the students might learn of things which were confidential (which might scandalize them?). Today University Council is open to the public and only a few have the interest to attend. From the debate, it appears that there was strong opposition to granting representation to the student body. Fortunately a small majority of the council responded to the recommendations of the negotiating committee and appointed four student members.

Since then student representation has spread like a plague to the faculty and departmental councils. A year ago students were even appointed to the Board of Governors (bog, for short). The present body count of participation appears in Table 1 and w. It took the committee six months to compile the tabulation and even at that its accuracy is not guaranteed.

The growth in student participation at Sir George reflects the changes taking place across the country. A survey taken four years ago by the Association of Universities and Colleges of Canada reveals that there was no student on the

council or senates of any of Canada's 55 universities. In a poll taken last spring student representatives were found on the academic senates of 35 of the 63 universities. At 7 universities the students constituted 1 to 5% of the membership; at 12, 6 to 10%; at 16, 11 to 33% and at none over 33%. At SGWU the students make up 14% of the University Council.

In concert with these numerical increases, there has been a change in attitude among professors. Most have come to realize that student representatives are not necessarily slogan-mouthing rascals. Many have seen the students work hard on committees and put forward cogent arguments in debate. It is generally realized that most changes or innovations in programs and procedures affects the students and that it is important to consider their viewpoint. Furthermore, current practices and courses benefit from constructive criticism from the students.

The present study committee consists of five professors and five students. The professors are G. Auchinachie of English, C. L. Bertrand of History, D. Charlton of Physics, K. C. Dhawan of Marketing and H. J. McQueen of Mechanical Engineering who is chairman. The students are H. Abravanel, representing the graduate students, B. Emo from the Evening Students Association, A. Zweig from the Students Association and I. Litvack of Arts and B. Magnan of Commerce from University Council. J. Ritchie of Commerce has served as secretary until recently. The committee met seven times during the summer with average attendance of only 1/3 of the members. One student and one professor have never attended.

The committee has the intention of examining all aspects of student participation in all the councils and council

committees. The committee will also consider tenure committees to find a way in which student opinion can be made known. The committee expects to make specific recommendations with respect to the number of student representatives and their distribution among segments of the student body. The committee will also discuss means of making representation more effective. It is hoped that

these recommendations can be submitted to the University Council before the December meeting so that there will be opportunity for legislation to take effect in 1971-72.

To aid the committee in its deliberations, position papers have been requested from the Students Association, the Evening Students Association and the Graduate Students Association. The committee invites faculty associations, clubs and individuals to submit briefs on any aspect of student participation. An open meeting to hear the opinion of the students is planned for the last week in October. To spark the discussion

several prominent university figures will present 5 minute resumes of their thoughts on the subject.

In early November members of the committee hope to visit a few classrooms scattered across the Faculties in order to hold townhall meetings. After an informal exchange of ideas, the students will be asked to complete a short questionnaire to give some quantitative indications of student thoughts on participation in academic government. The committee will wind up its interaction with the student body with a second open meeting in the middle of November. ■

TABLE 1						TABLE 2						
Present Participation of Student in Academic Government		Faculty Administration	Students			Faculty Administration	Student Representation on Departmental Councils					
			Day	Evening	Graduate			Day	Evening	Graduate	Total	
University Council	27	4	0	0	Arts Faculty Philosophy History French Fine Arts English Sociology Political Science Classics, Modern Languages, Linguistics Education Geography Economics Psychology Religion Applied Social Science	6 18 10 30 35 17 8 20	3	2	2	7		
Steering Committee	6	1	0	0			0	0	0	9		
Honors Committee	7	0	0	0			0	0	0	0		
University Library Committee	7	1	1	0			1	1	0	2		
Academic Planning Priorities and Budget	19	2	2	1			35	0	0	0	15	
Board of Graduate Studies	24	0	0				17	0	0	0	0	
Rules Committee	5	1	1	0			8				3	
Review Committee of Code of Student Behavior	4	1	1	0							1	
Arts Faculty Council	37	3	3	2					0	0	0	0
Commerce Faculty Council	24	3	0	0					0	0	0	0
Executive Committee	8	2	0	0								3
Library Committee	6	1	0	0								
Curriculum Committee	6	3	0	0								
Engineering Faculty Council	25	2	0	0			Commerce Faculty			none		0
Executive Committee	4	0	0	0			Engineering Faculty					
Undergraduate Studies Comm	5	2	0	0			Civil Engineering	6	2	0	0	2
Graduate Studies Comm	5	0	0	0			Electrical Engineering	9	2	0	0	2
Library Committee	3	0	0	0			Mechanical Engineering	9	2	0	0	2
Science Faculty Council	20	2	2	0	Science Faculty							
Student Requests Comm	4	1	0	0	Mathematics Department	30	3	0	0	3		
Committee on Undergraduate Studies	7	1	0	0	Mathematics Committee	10	1	0	0	1		
Committee on Graduate Studies	6	0	0	1	Physics Committee	10	1	1	1	3		
					Chemistry	14	0	0	0	0		
					Student Faculty Interface Committee	2	1	0	1	2		
					Geology	3	0	0	0	0		
					Biology	13				4		



Garbo, grapes, Gilbert; all this and more in "Queen Christina", one of eight films to be introduced by director Rouben Mamoulian, October 8 to 11.

Send notices and photos of coming events to the information office, room 211 of the Norris Building, or phone 879-2867. Deadline for submission is noon **Wednesday** for events the following Thursday through Wednesday.

thursday 8

BOARD OF GOVERNORS: Meeting at 1 p.m. in H-769

CONSERVATORY OF CINEMATOGRAPHIC ART: Rouben Mamoulian festival through Sunday with the pioneer director present to introduce eight of his films - tonight "Becky Sharp," first feature film shot in Technicolor (1935), at 7 p.m. in H-110; "Queen Christina" (1933), with Greta Garbo and John Gilbert, at 9 p.m.; 50c for students, 75c non-students.

S.G.W.U. ANNUAL FALL CAR RALLY: For information contact SA offices or Alumni office YMCA 30.

WELCOME WEEK: "For A Few Dollars More" in H-110 at 1 p.m.; 50c.

FRENCH 201 - SECTION TV: Channel 9 at 7 and 8:30 a.m., 10:30 p.m.

FOOTBALL: Sir George vs Loyola, 8 p.m. at Verdun Stadium.

GALLERY II: "Photo-graphics" by David Duchow through October 14.

GARNET SINGERS: Meeting 5-6 p.m. in H-513. Everyone welcome.

friday 9

PHILOSOPHY COUNCIL: Meeting at 10:30 a.m. in H-769.

CONSERVATORY OF CINEMATOGRAPHIC ART: Mamoulian festival with "The Gay Desperado," a 1936 Ida Lupino musical, at 7 p.m. in H-110; "Blood and Sand," 1941 glorious color bullfight epic which brought stardom to yummy Rita Hayworth and also features Tyrone Power, Linda Darnell, Anthony Quinn, J. Carroll Naish and John Carradine, at 9 p.m.; 50c for students, 75c non-students.

COMMERCE FACULTY COUNCIL: Meeting at 2 p.m. in H-769.

BURSARIES Last day for evening student's applications; forms in H-603, further information from Dave Ramsay, 879-5983.

saturday 10

CONSERVATORY OF CINEMATOGRAPHIC ART: Rouben Mamoulian introduces his films in H-110 - "Summer Holiday," a 1946 color musical (based on Eugene O'Neill's "Ah, Wilderness!") with Mickey Rooney, Gloria DeHaven, Walter Huston and Agnes Moorehead, at 7 p.m.; "The Mark of Zorro," with Tyrone Power, Basil Rathbone and Linda Darnell (1940), at 9 p.m.; students 50c, others 75c.

SOCCER: Sir George vs Bishop's, 2 p.m. at Bishop's

sunday 11

CONSERVATORY OF CINEMATOGRAPHIC ART: Rouben Mamoulian gave William Holden his first title part in "Golden Boy" (1939); the great director will introduce his film, also starring Lee J. Cobb, Barbara Stanwyck and Adolphe Menjou, at 7 p.m. in H-110; Mamoulian's "Silk Stockings" (1957), with Fred Astaire, Cyd Charisse and Peter Lorre, at 9 p.m.; 50c for students, 75c non-students.

SGWU / THIS WEEK

monday 12

Thanksgiving: No day classes but evening classes as usual; library open 5 p.m. to 10:45 p.m.

tuesday 13

WEISSMAN GALLERY and GALLERY I: "André Biéler: 50 Years" 66 works spanning the 72 year old artist's career; through November 7, 11 a.m. - 9 p.m. Monday through Friday, 11 a.m. - 5 p.m. Saturday.

FRENCH 201 - SECTION TV: Cable TV's channel 9 at 7 and 8:30 a.m., 10:30 p.m.

WORKING WOMEN'S ASSOCIATION OF S.G.W.U.: Meeting at noon in H-615.

wednesday 14

SOCCER: Sir George vs Loyola, 4 p.m. at Loyola.

thursday 15

CONSERVATORY OF CINEMATOGRAPHIC ART: "Black Fox", 1962 Academy Award-winning documentary on the rise and fall of the Nazi party, at 7 p.m. in H-110; "The Magnificent Ambersons" (Orson Welles, 1942) at 9 p.m.; 50c for students, 75c non-students.

FRENCH 201 - SECTION TV: Channel 9 at 7 and 8:30 a.m., 10:30 p.m.

ISSUES & EVENTS

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